



Social Development
Canada

Développement social
Canada

Understanding the Early Years



In
Niagara Falls, Ontario

Understanding the Early Years

- What is UEY?
 - National research and community planning initiative (funded by SDC)
- What is the purpose of UEY
 - Increase understanding of first 6 years of development
 - Assist communities by providing local information about 'readiness to learn'
 - Improve communities capacity for preparing children for school (readiness to learn)
- What is happening locally?
 - UEY Niagara Falls
 - UEY Niagara Region

Understanding the Early Years

- Profiles early child development outcomes, or “readiness to learn”, in terms of children’s preparedness for school and the factors that influence these outcomes
- Share what we learn with community
- Build community understanding and support that will lead to action



Success Stories - Nationally

- Contributed to national data collection, resulting in a series of reports on community research on child development in Canada
- Share best practices with UEY communities nation wide

Success Stories - Provincially

- Consultation to support implementation of the EDI and Community Mapping across Ontario.
- MCFCS reviewed findings when planning for relocation of a critical program/service.

Success Stories - Regionally

- Community Services Department cited UEY as a community partner in their child care plan
- Town of Fort Erie utilized findings in community health centre proposal
- Collaborative development of community resources and products (ex. Off To School Calendar 2005-6)

Success Stories – Community Partners

OEY NF used findings for:

- Site planning
- Resource and program planning
- PD Training
- Successful bid on program (i.e.. Numeracy and social/emotional)
- Increasing public knowledge re: importance of Early Years (ex. Communiqués, community forums)

Success Stories – Community Partners

DSBN / NCDSB used findings for:

- Development of successful funding proposal to foster children's social and emotional development (DSBN)
- Programming and resource allocation decision-making (NCDSB)
- PD planning for teachers and Principals
- Building knowledge on social/emotional issues among teachers and parents

UEY Research Components

Community Mapping Study (CMS)

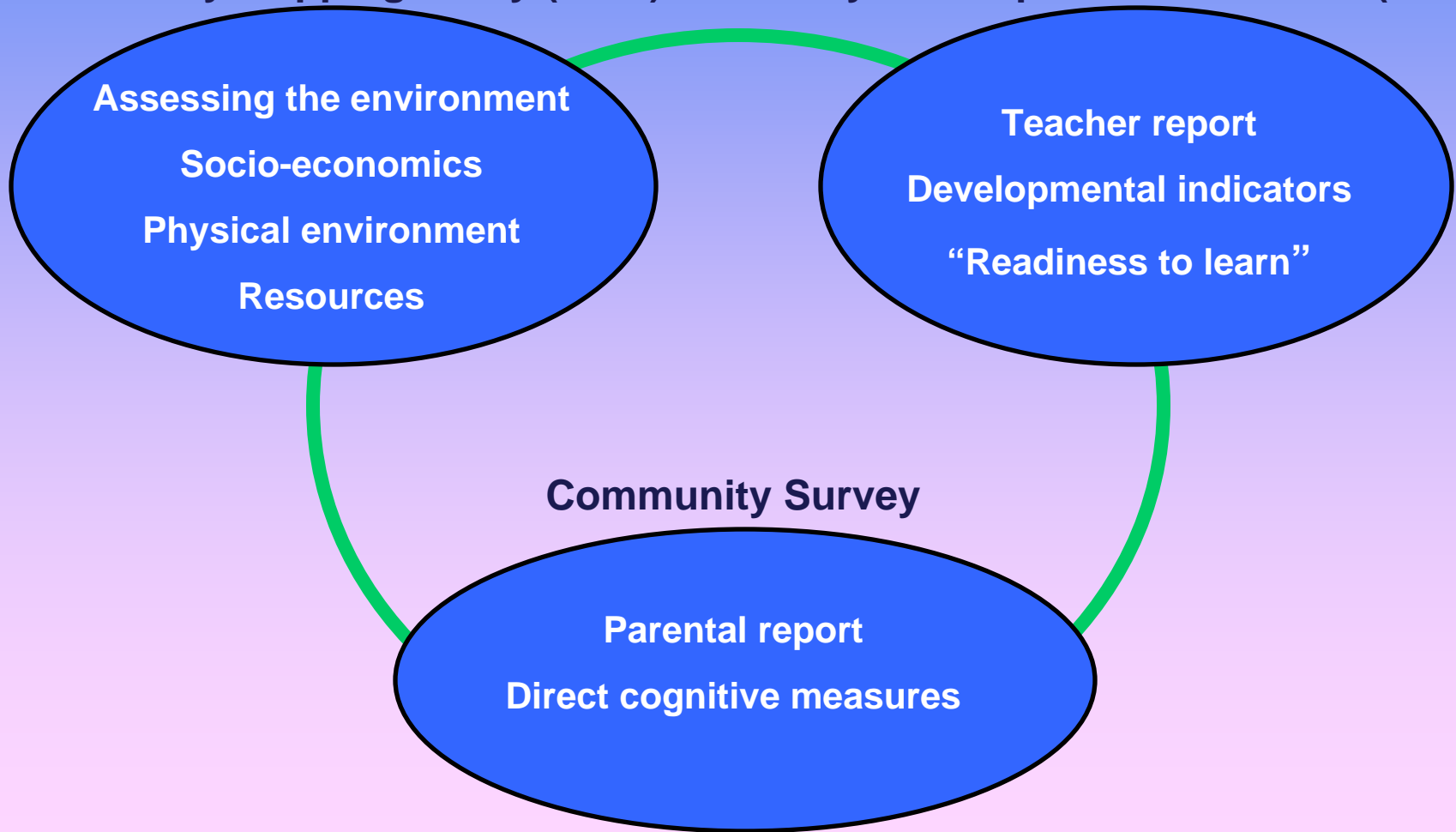
Early Development Instrument (EDI)

Assessing the environment
Socio-economics
Physical environment
Resources

Teacher report
Developmental indicators
“Readiness to learn”

Community Survey

Parental report
Direct cognitive measures



Readiness to Learn

- Refers to the child's ability to meet the task demands of school, such as:
 - Being comfortable exploring and asking questions,
 - Listening to the teacher,
 - Playing and working with other children,
 - Remembering and following rules.

In short, it is the ability to benefit from the educational activities that are provided by the school.

The EDI

Reports on populations of children at the community level, based on ***five domains***:

- Physical Health and Well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

Subdomains

- **Physical Health and Well-being**
 1. Physical readiness for school day
 2. Physical independence
 3. Gross and fine motor skills
- **Social Competence**
 4. Overall social competence
 5. Responsibility and respect
 6. Approaches to learning
 7. Readiness to explore new things

Subdomains

- **Emotional Maturity**
 - 8. Prosocial and helping behaviour
 - 9. Anxious and fearful behaviour
 - 10. Aggressive behaviour
 - 11. Hyperactivity and inattention
- **Language and Cognitive Development**
 - 12. Basic literacy
 - 13. Interest in literacy/numeracy and memory
 - 14. Advanced literacy
 - 15. Basic numeracy
- **Communication Skills and General Knowledge**
 - 16. Communication skills and general knowledge

Physical Health and Well-being

- Children who are scoring low in this area are having difficulty with their gross and fine motor skills.
- Some children are also having problems with their physical readiness for the school day.

Social Competence

- Children who are scoring low in this area are having difficulty with their approach to learning.
- They are also having problems with their overall social competence

Emotional Maturity

- Children who are scoring low in this area are having difficulty with their prosocial and helping behaviour.
- They are also having problems with hyperactivity and inattention.
- Some are also displaying aggressive behaviour.

Language and Cognitive Development

- Children who are scoring low in this area are having difficulty with their interest in literacy and numeracy and their memory.
- They are also having problems with advanced literacy.
- Some are also having problems with basic literacy and numeracy.

Communication Skills and General Knowledge

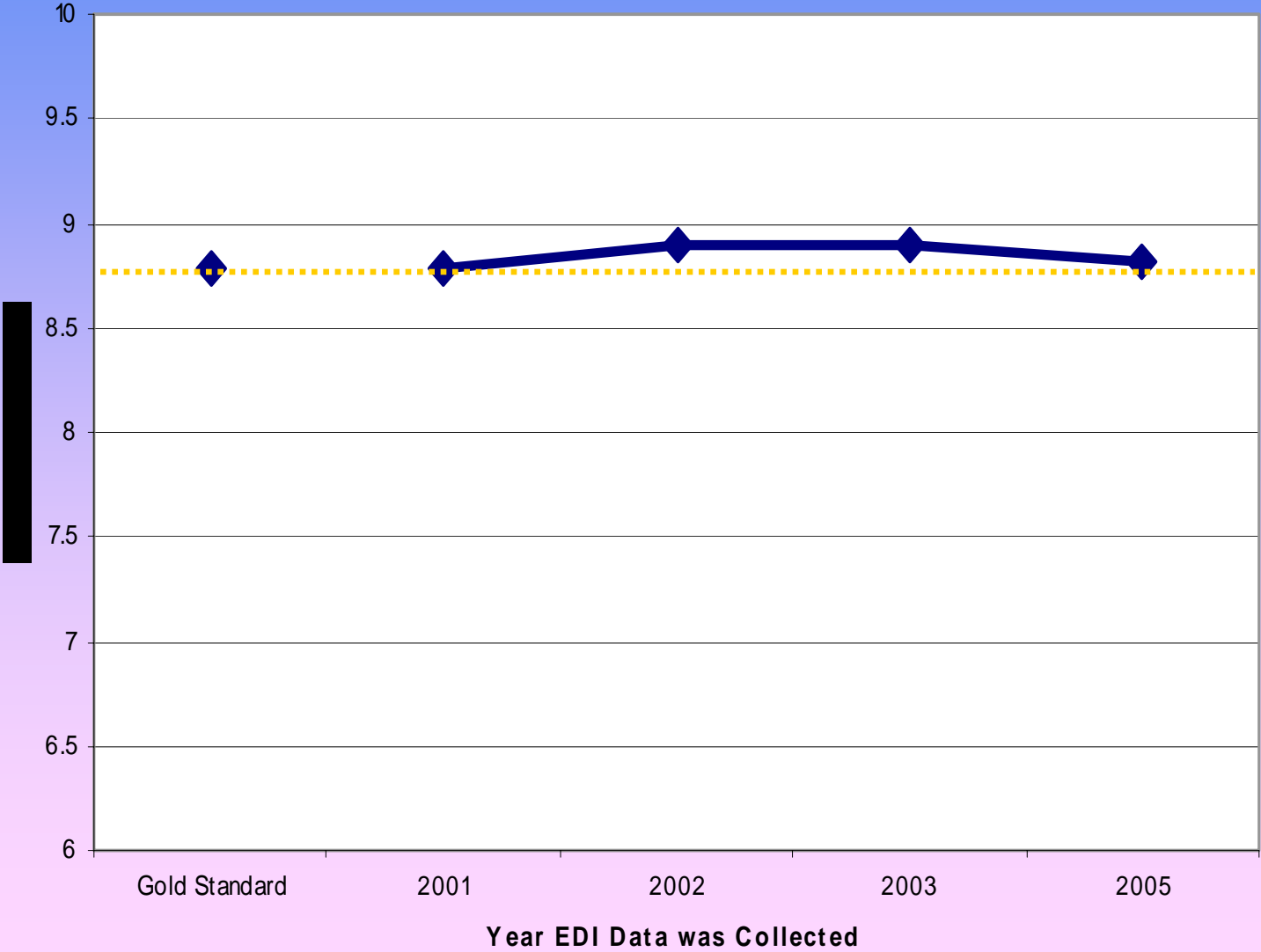
- Children who are scoring low in this area are having difficulty:
 - Using language effectively in English
 - Understanding what is being said to him/her on first try
 - Communicating their own needs in a way this is understandable to adults and peers
 - Answering questions showing knowledge about the world

UEY Niagara Falls

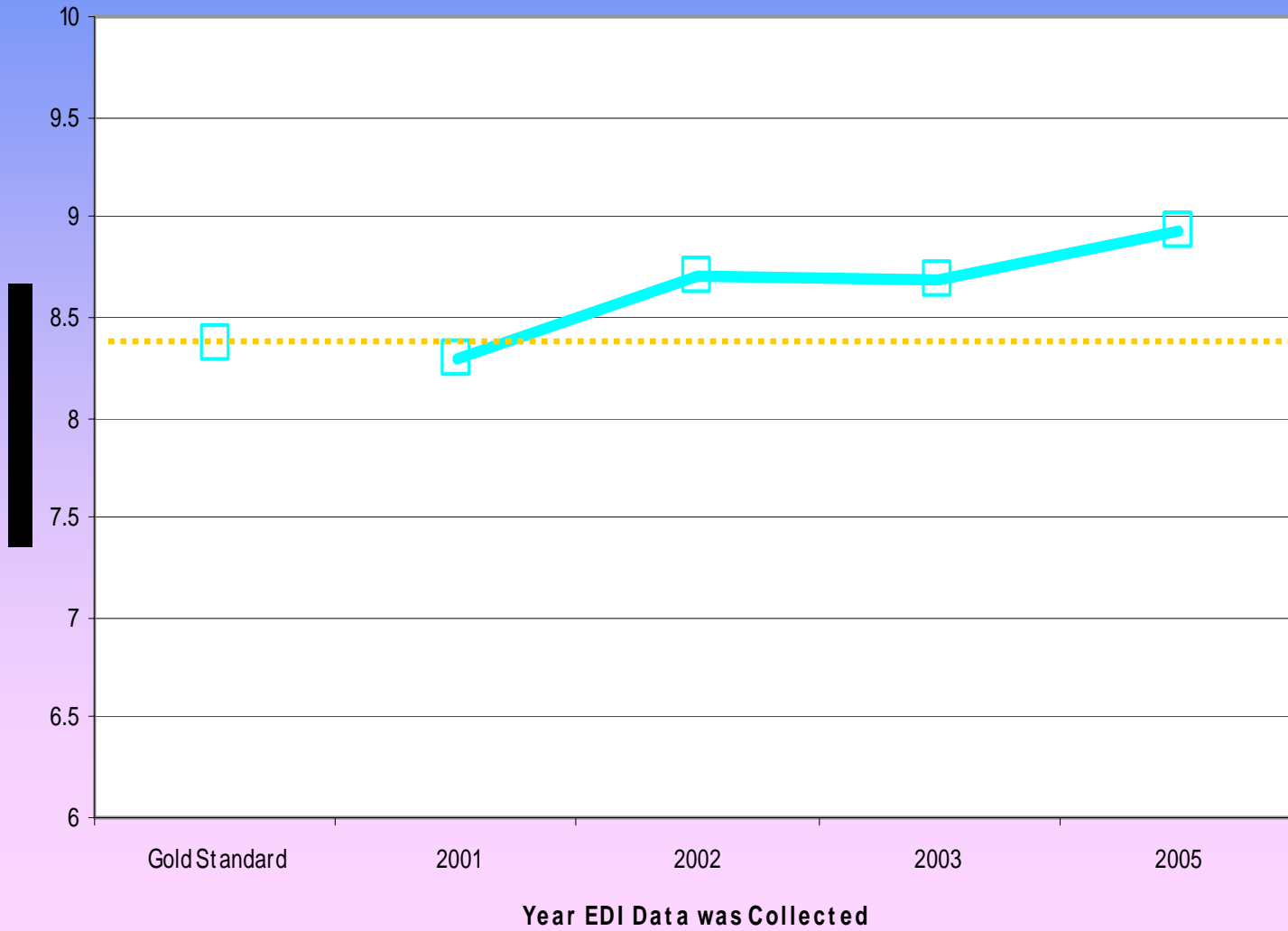
Overall Results for 2001, 2002, 2003 and 2005



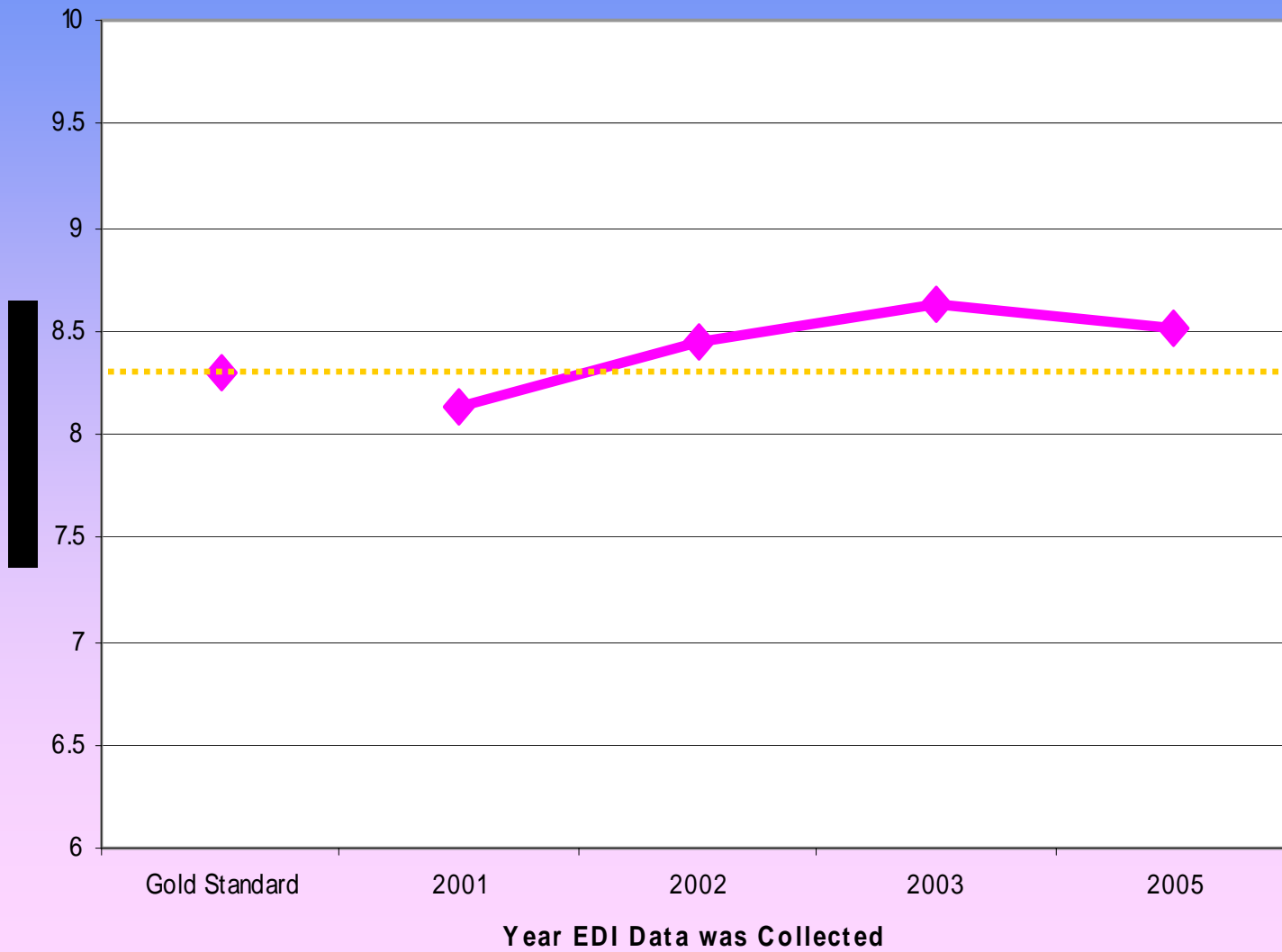
Physical Health and Well-Being



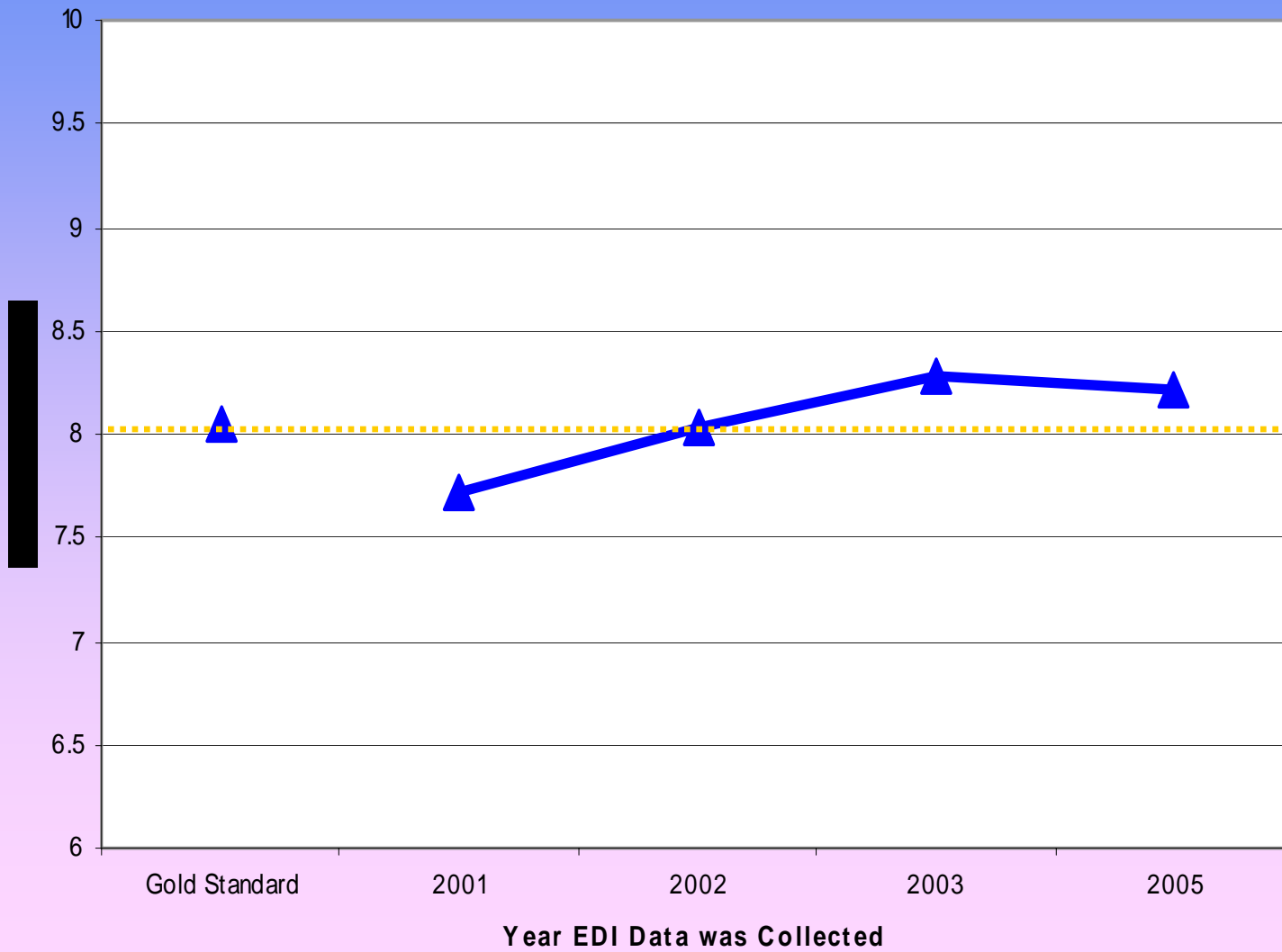
Language and Cognitive Development



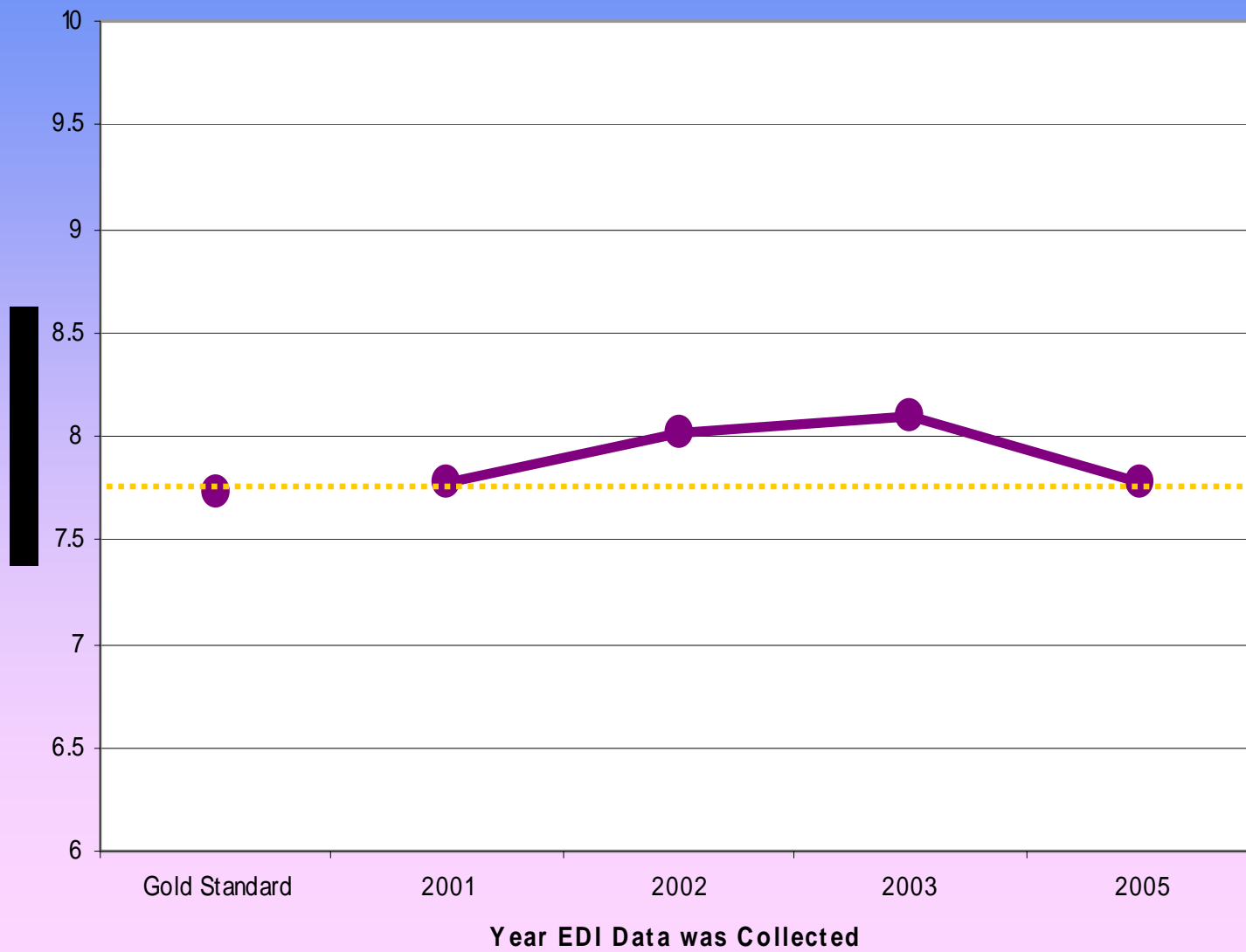
Social Competence



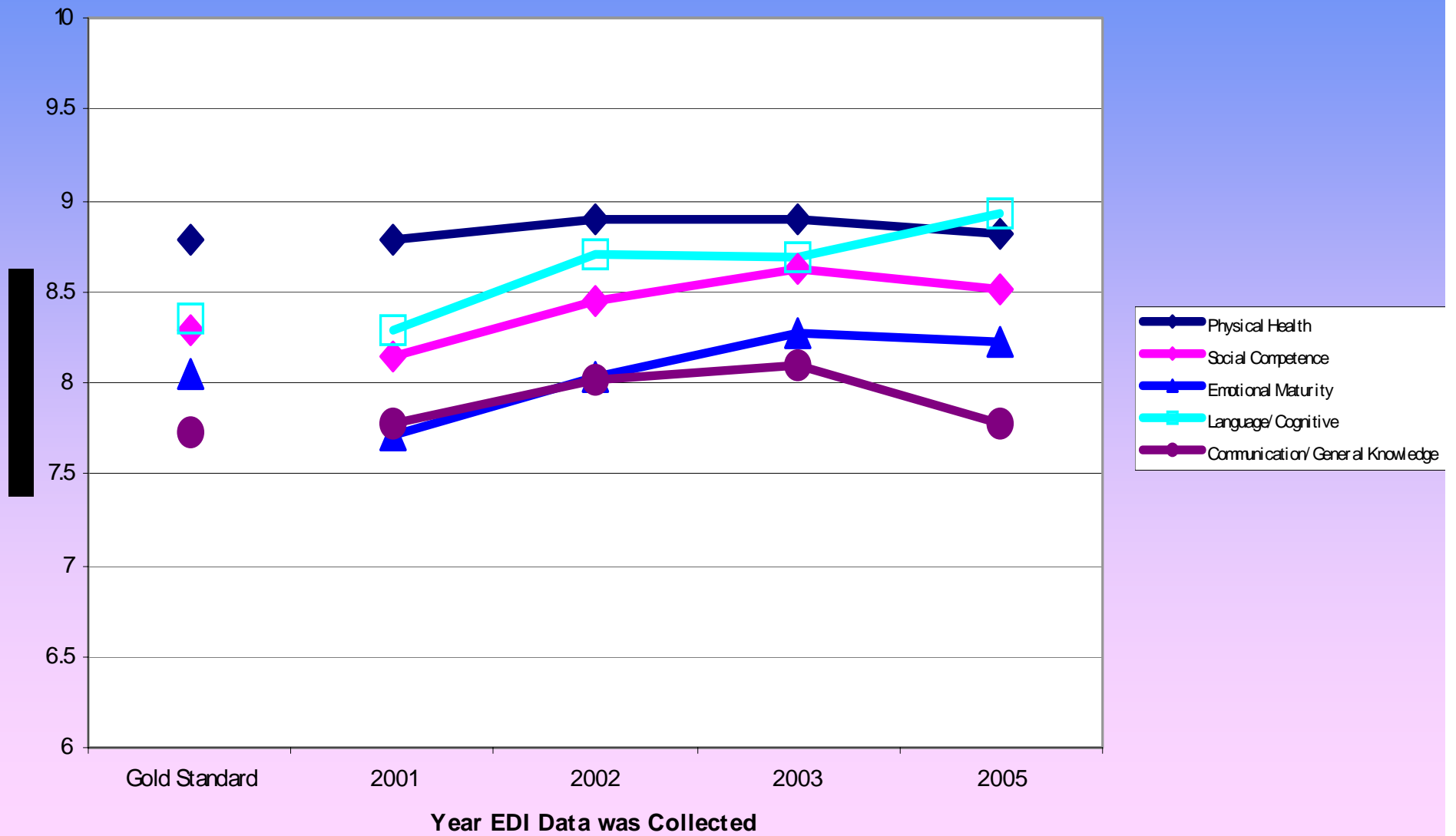
Emotional Maturity



Communication and General Knowledge



EDI Means for Niagara Falls and Normative Sample

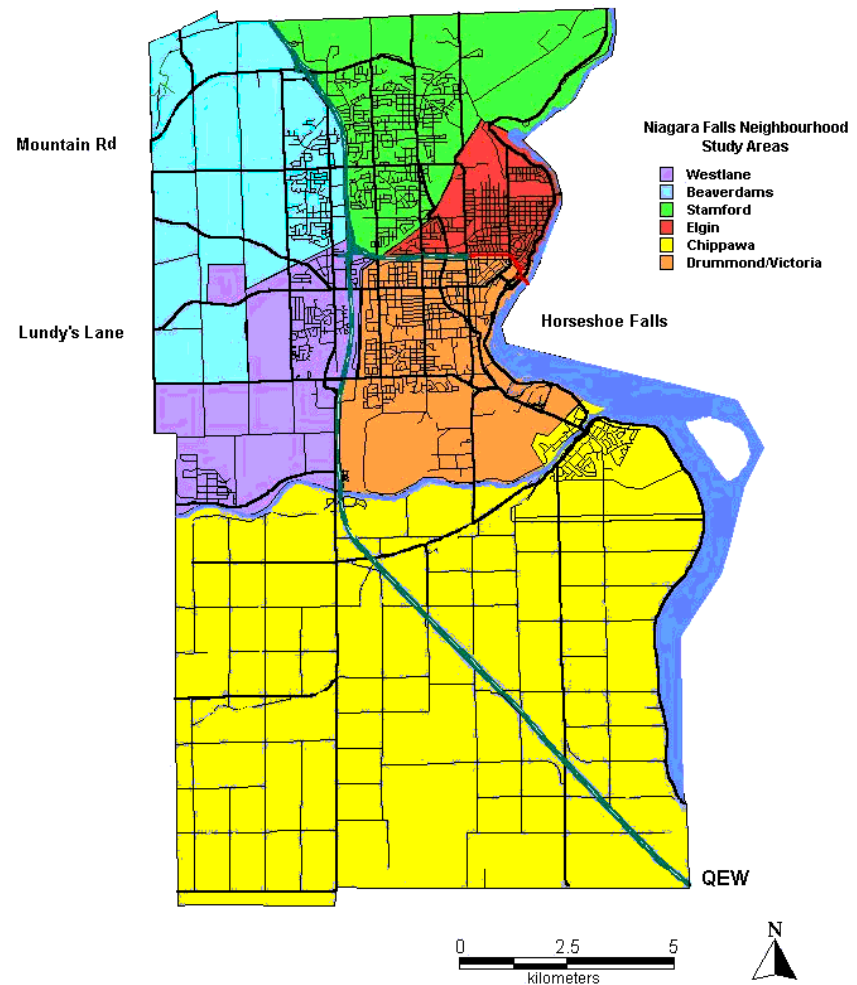


Results by Neighbourhood Study Area

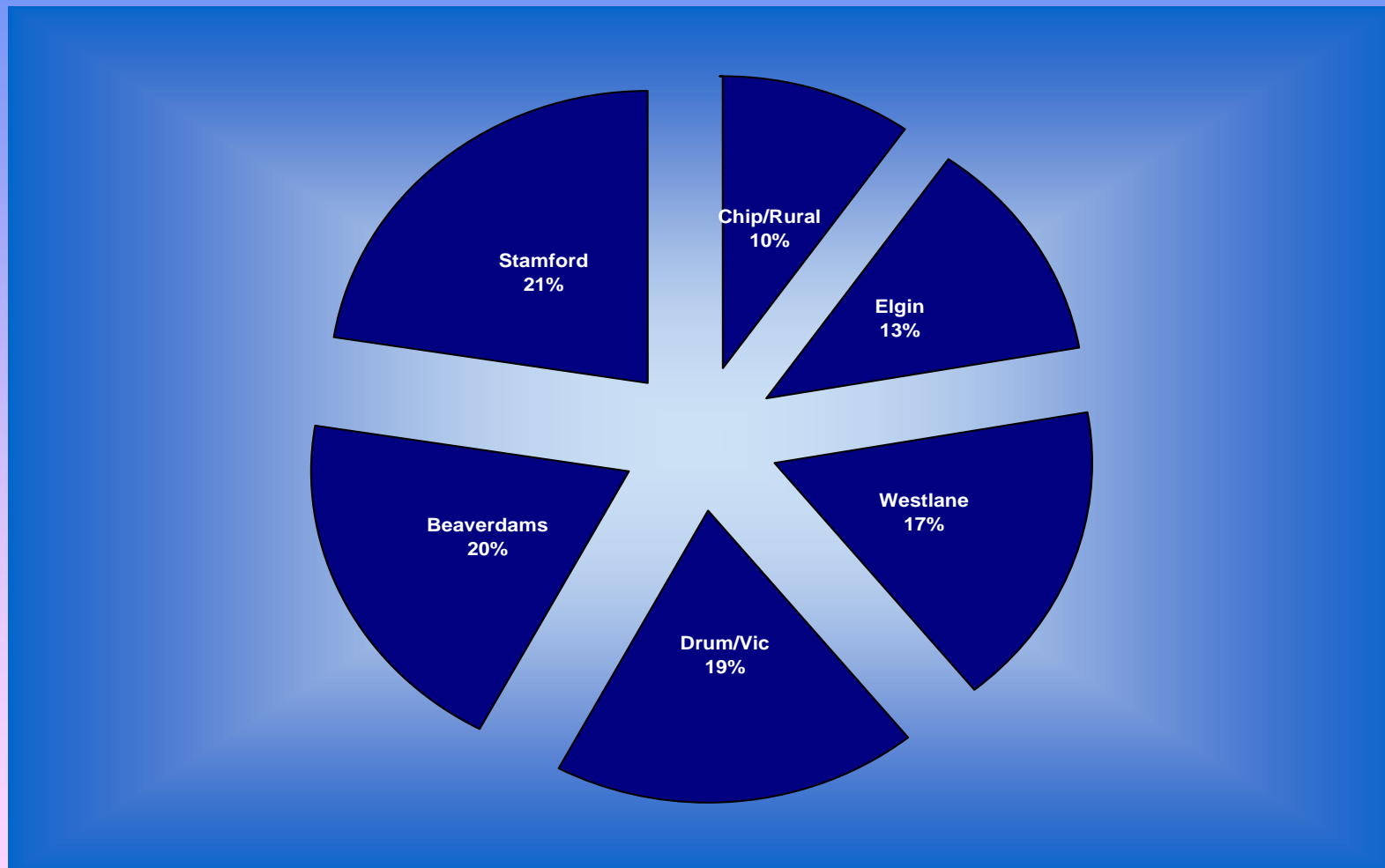
Neighbourhood Study Areas

- Beaverdams
- Chippawa/Rural
- Drummond/Victoria
- Elgin
- Stamford
- Westlane

Early Development Instrument Neighbourhood Study Areas

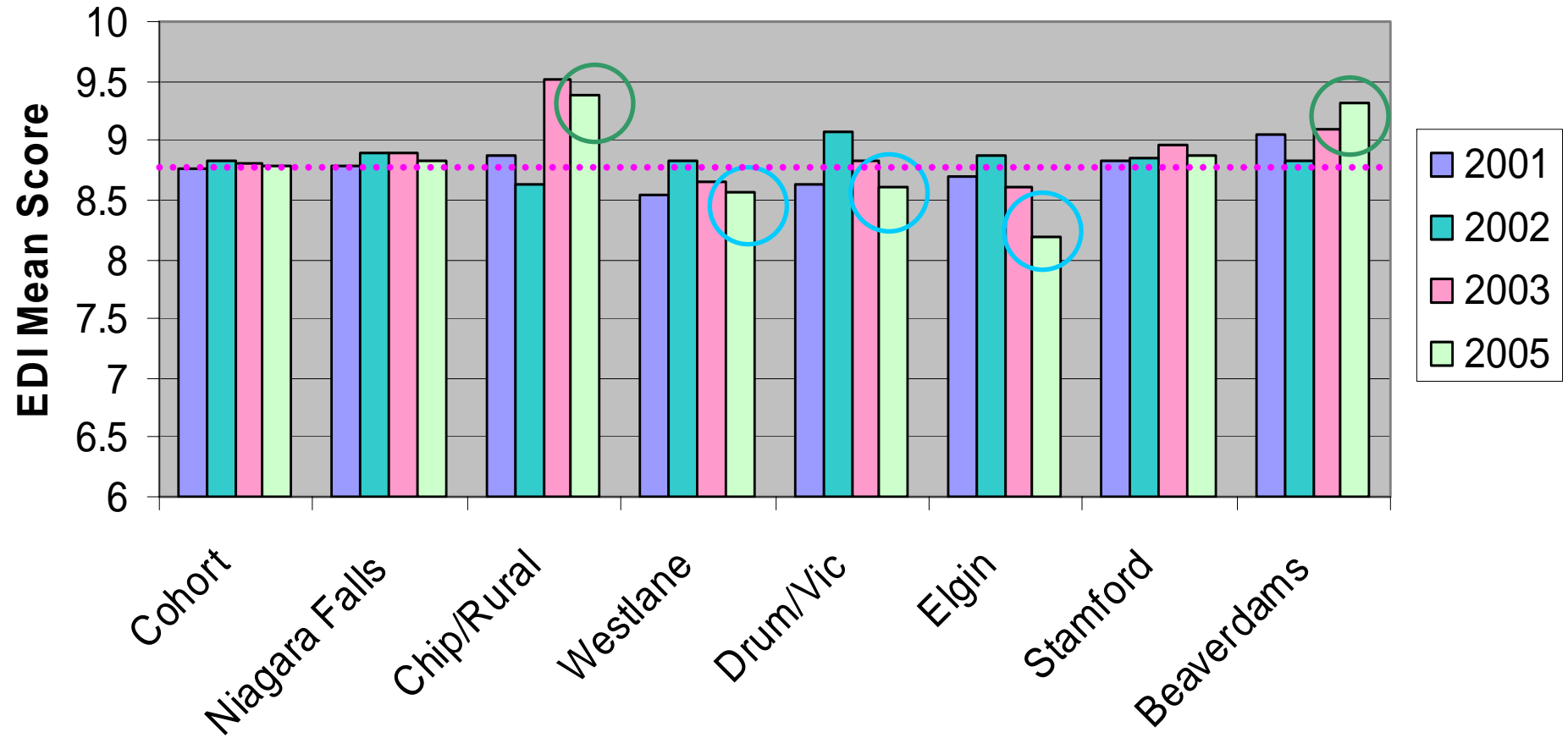


Percentage of SK Children in the Niagara Falls Sample living in each Neighbourhood Study Area

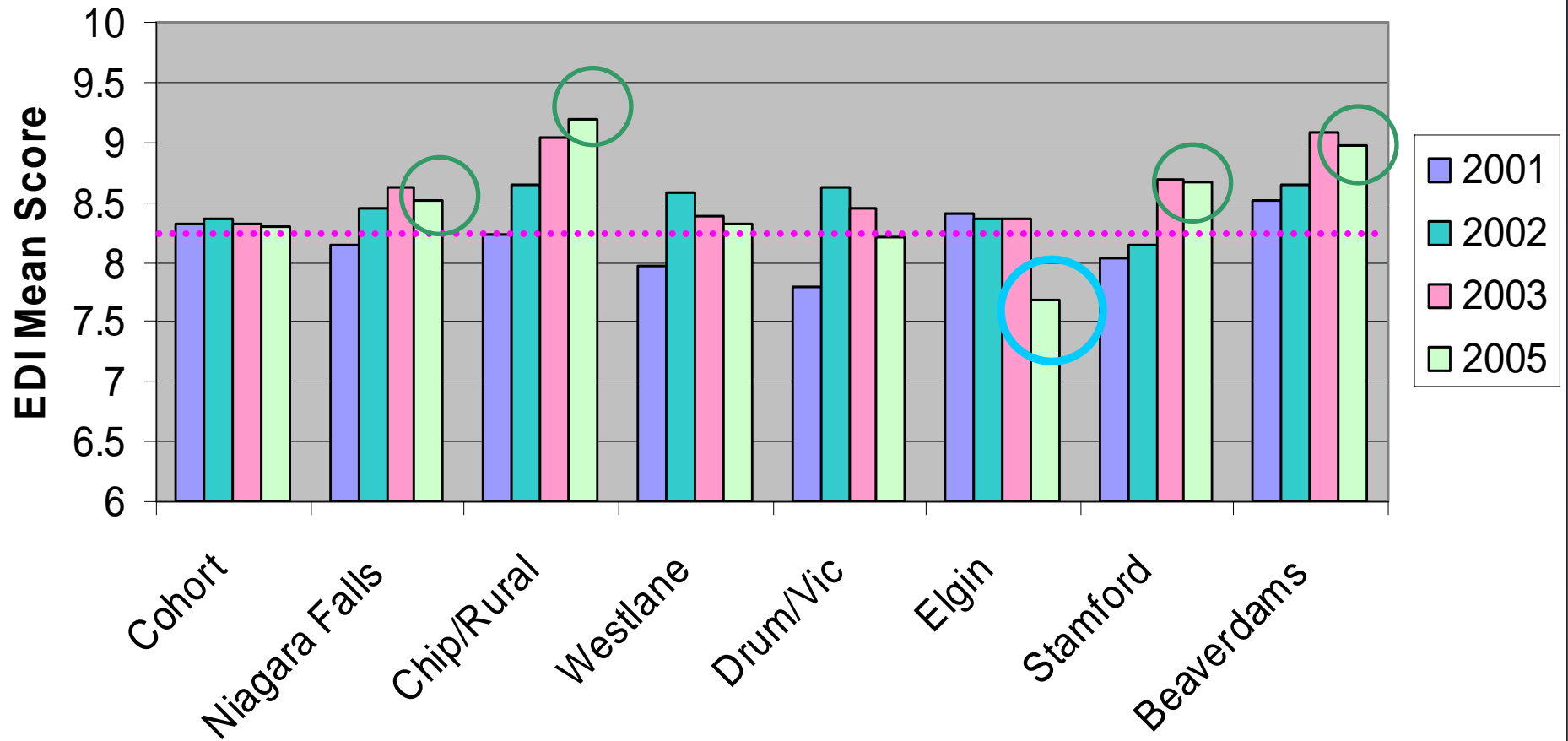


* Number of SK Children in 2005 Niagara Falls NSA Sample = 531

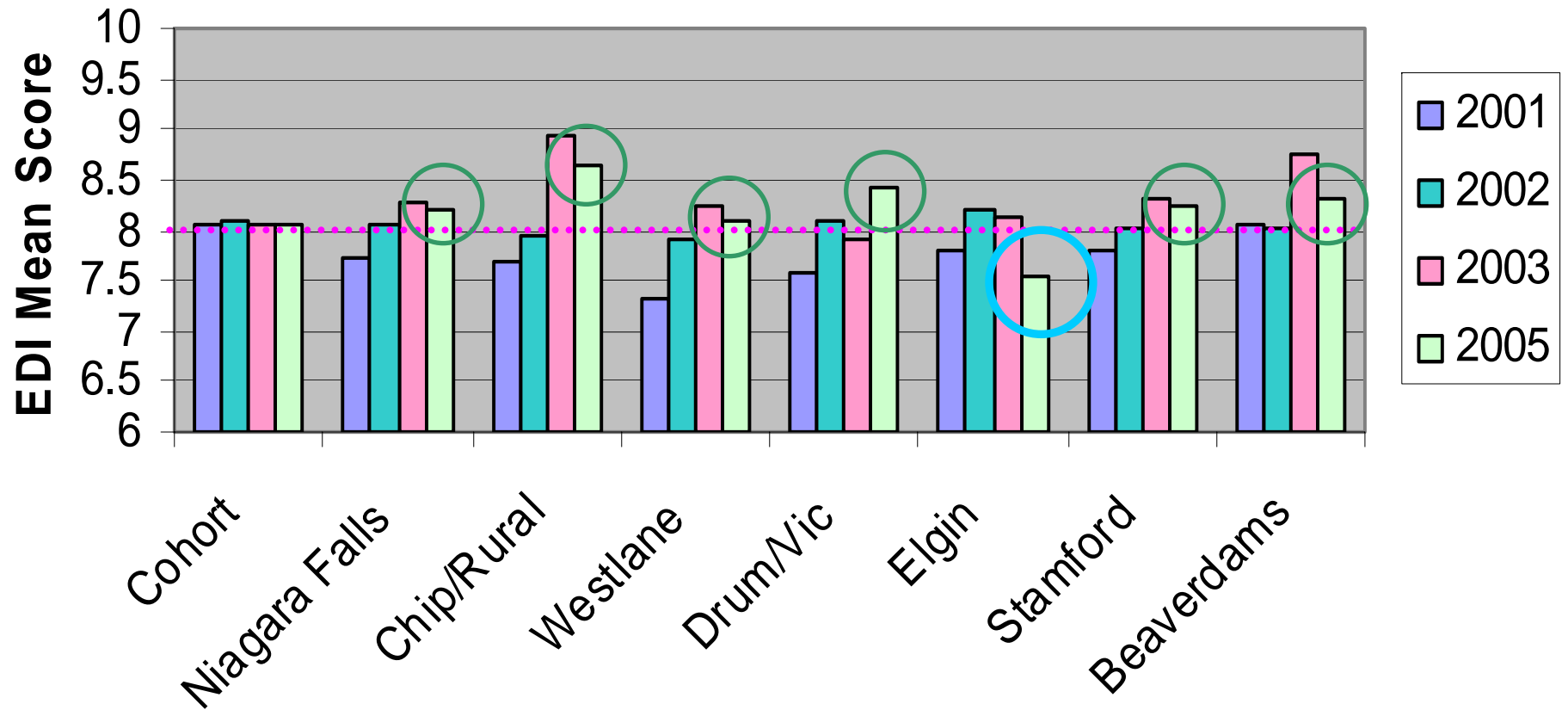
Physical Health and Well-Being



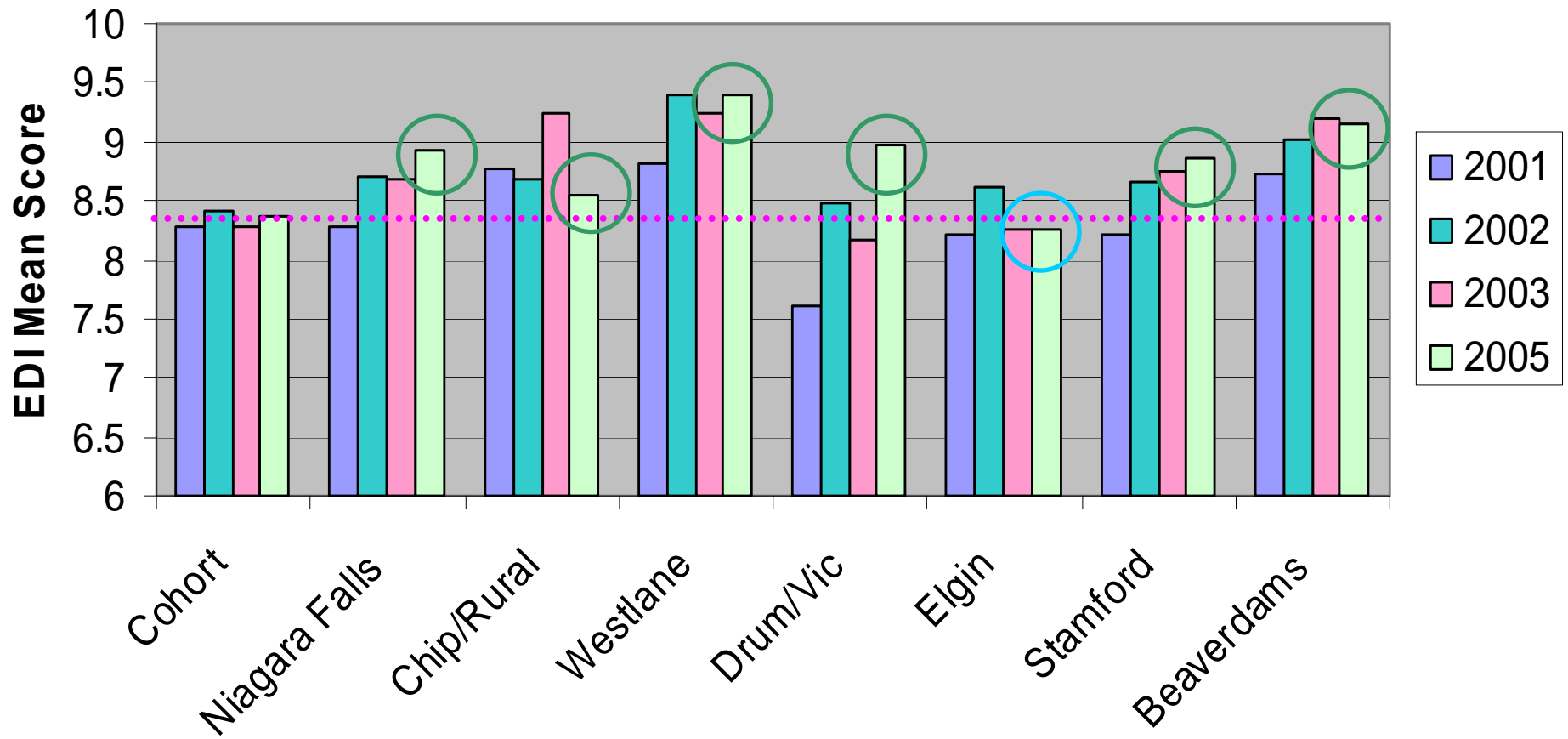
Social Competence



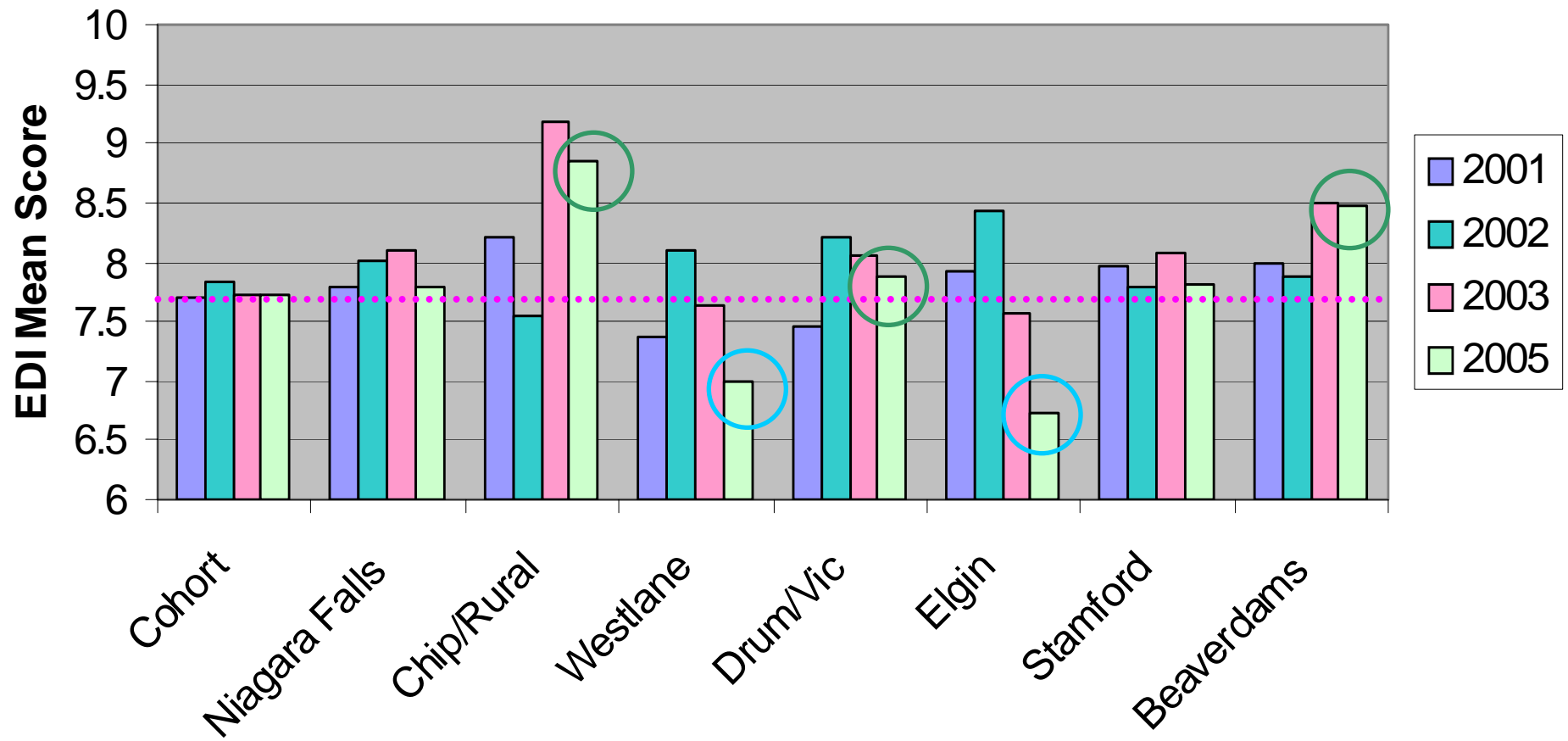
Emotional Maturity



Language and Cognitive Development



Communication Skills and General Knowledge



Chippawa Rural

- Overall Areas of Strength:
 - Physical Health and Well-Being
 - Social Competence
 - Emotional Maturity
 - Language and Cognitive Development
 - Communication Skills and General Knowledge

Beaverdams

- Overall Areas of Strength:
 - Physical Health and Well-Being
 - Social Competence
 - Emotional Maturity
 - Language and Cognitive Development
 - Communication Skills and General Knowledge

Stamford

- Overall Areas of Strength:
 - Physical Health and Well-Being
 - Social Competence
 - Emotional Maturity
 - Language and Cognitive Development
 - Communication Skills and General Knowledge

Drummond/Victoria

- Overall Areas of Strength:
 - Social Competence
 - Emotional Maturity
 - Language and Cognitive Development
 - Communication Skills and General Knowledge
- Areas of Need:
 - Physical Health and Well-Being

Elgin

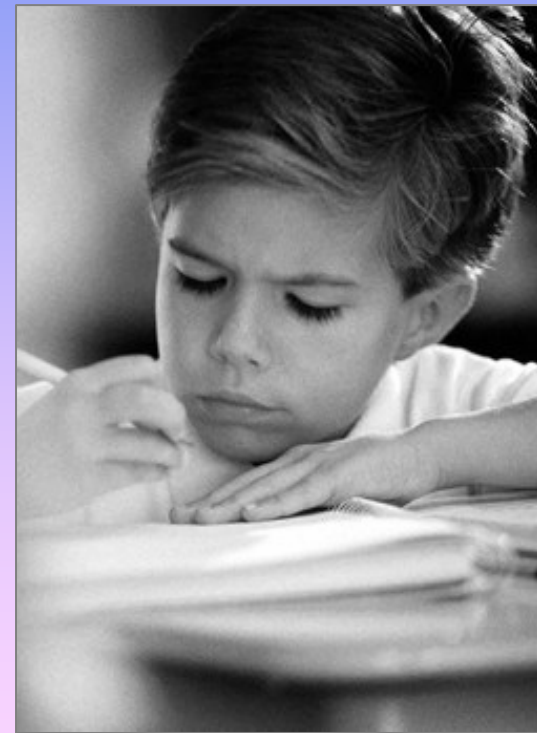
- Areas of Need:
 - Physical Health and Well-Being
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 - Communication Skills and General Knowledge

Westlane

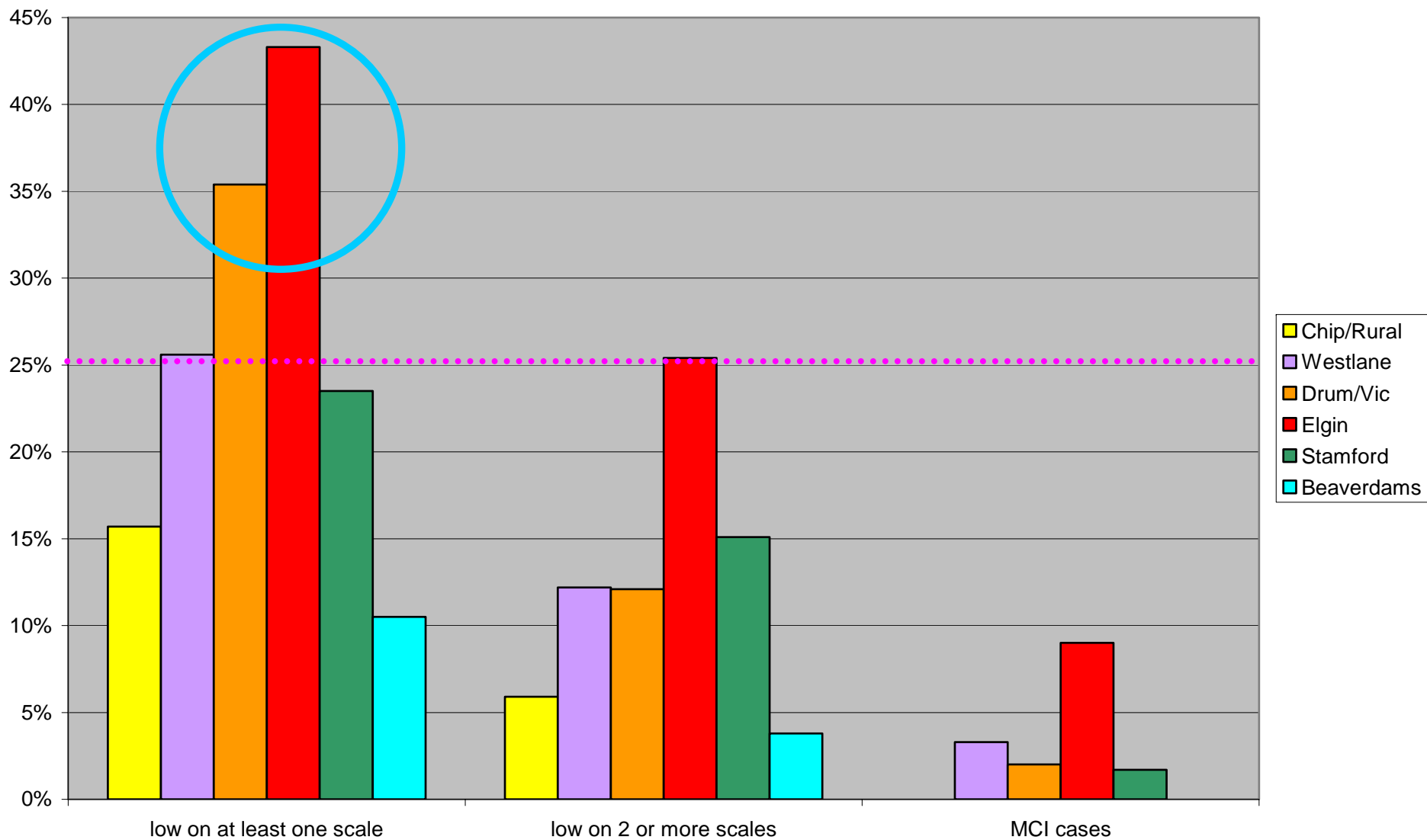
- Overall areas of Strength:
 - Social Competence
 - Emotional Maturity
 - Language and Cognitive Development
- Areas of Need:
 - Communication Skills and General Knowledge
 - Physical Health and Well-Being

Children at Risk

- Children with low scores on **one domain** may have difficulty adjusting to and being ready for school



Percent of Vulnerable Children within each Neighbourhood Study Area



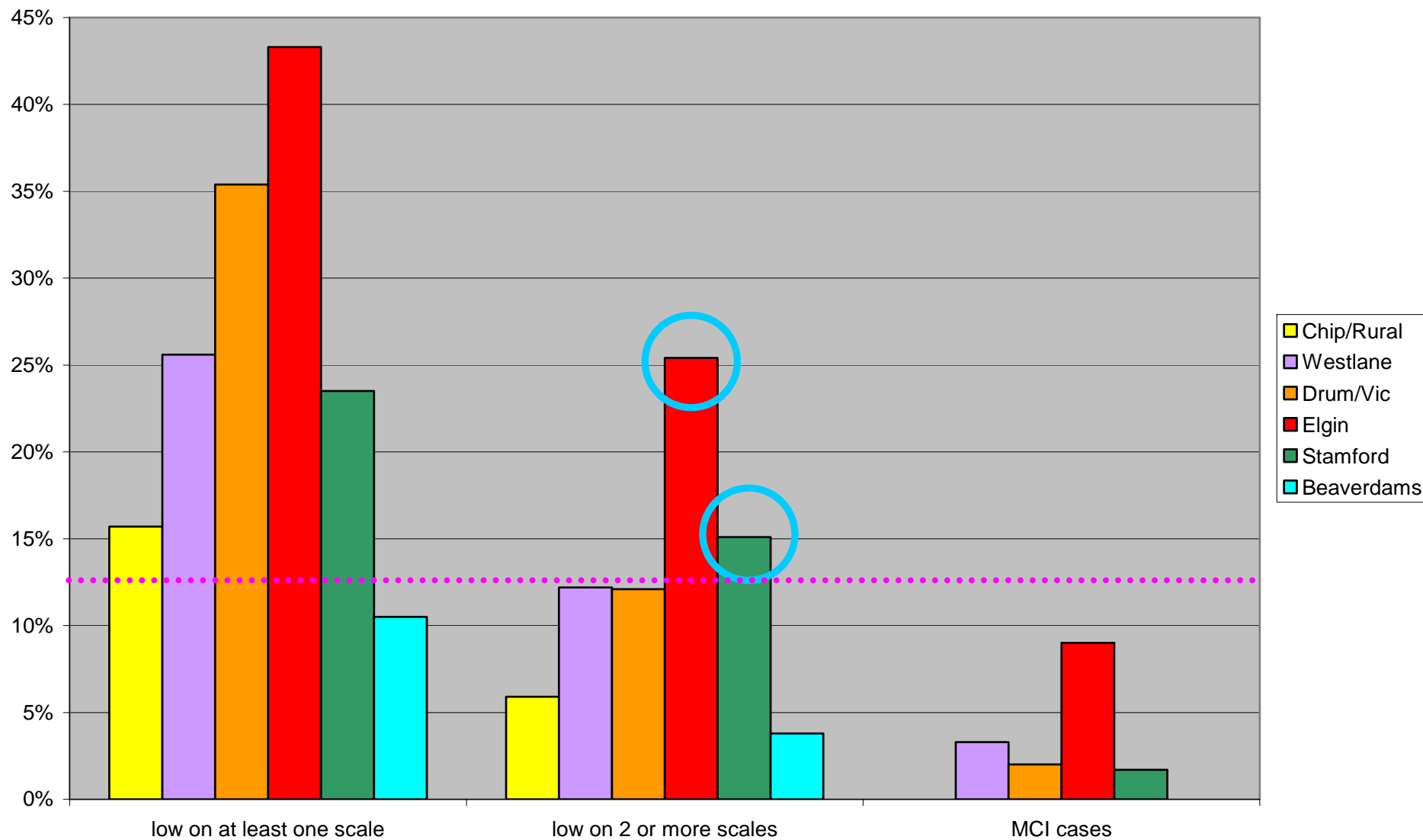
* Number of SK Children in Niagara Falls NSA Sample = 531

Children at Risk

- Children with low scores on ***two or more domains*** are considered at risk or vulnerable



Percent of Vulnerable Children within each Neighbourhood Study Area



* Number of SK Children in Niagara Falls NSA Sample = 531

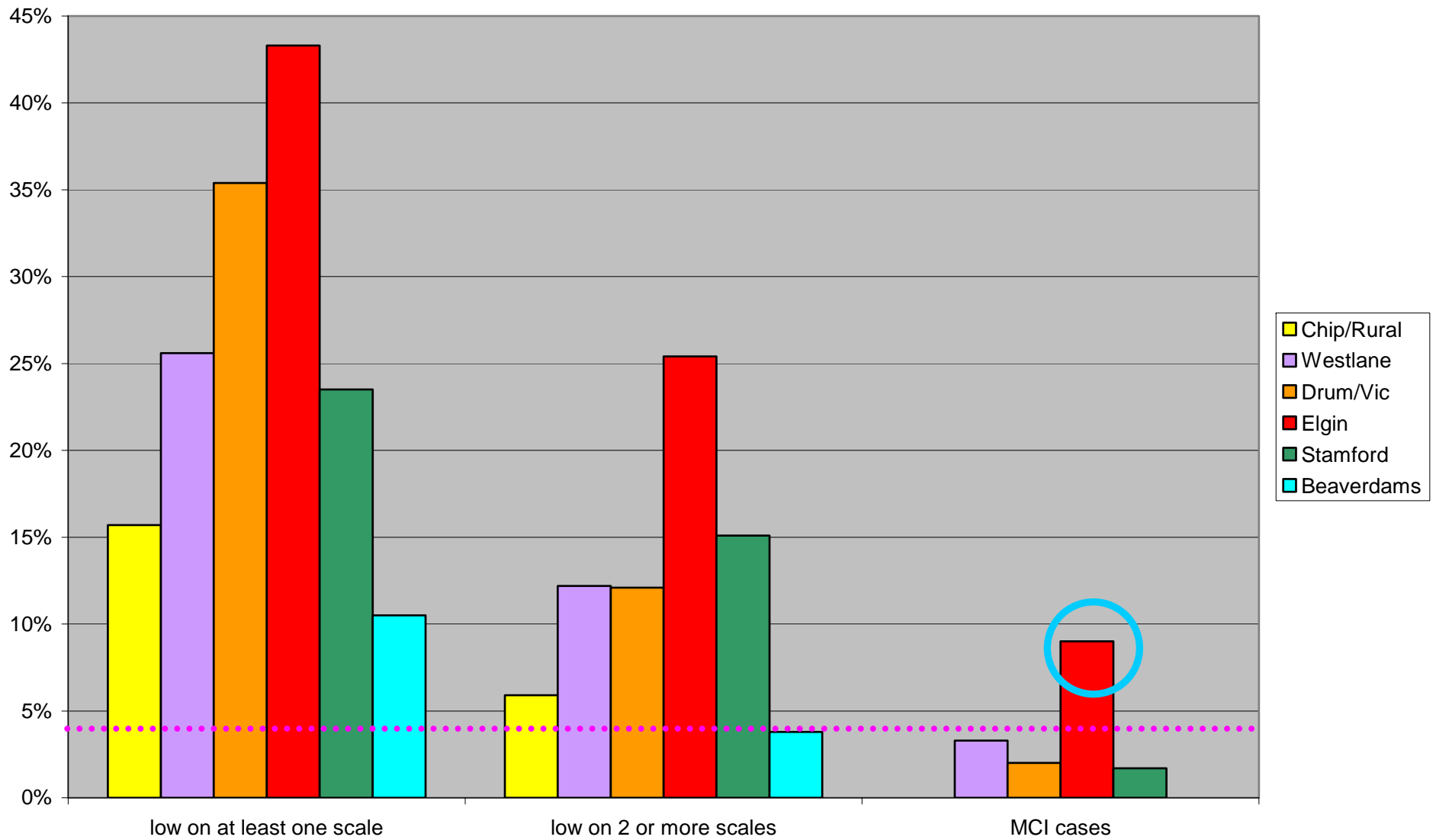
Children with Multiple Challenges

Multiple Challenge Index (MCI)

Children are considered to have multiple challenges when they score low on **9 or more subdomains**, as their challenges are spread across at least 3 of the main Domains



Percent of Vulnerable Children within each Neighbourhood Study Area



* Number of SK Children in Niagara Falls NSA Sample = 531

What's next?

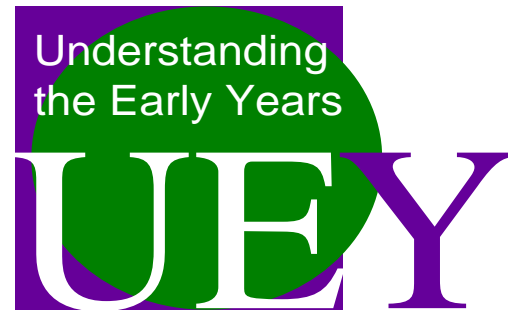
- Questions?
- What are some of the ways you envision the data being used?
- What next steps do you recommend in order to improve understanding and build capacity in Niagara Falls' communities?
- How might we work together so these results are useful and help to evoke action to improve children's readiness to learn?

Thank you!



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COMMUNITY RESEARCH IN CHILD DEVELOPMENT

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